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ABSTRACT

Teaching students intimate communication should be an essential part of basic interpersonal communication instruction. Students need to know how to express their needs, their desires, and their expectations about intimacy. Because instructional materials lack the resources and courage two professors needed for their students, the professors developed a web site that includes necessary though controversial information about intimate relationships that students need. The professors have used this website with an undergraduate and graduate interpersonal communication course. The primary purpose of the web site instruction is to help college students talk about intimacy and the Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). There are basic problems with teaching effective intimate communication: (1) the content is complicated; (2) the topic must be clearly linked to general discussions about interpersonal communication; (3) it is difficult for students to discuss; and (4) the changing nature of the information makes it difficult to stay up-to-date. (An appendix presents 18 pages of web pages and web site addresses.) (CR)

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ED 426 425

On-Line Strategy To Teach Intimate And Safer Sex Communication Skills:

http://cctr.umkc.edu/user/lshedletsky/intimate/intimatehome.html

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Paper presented at the annual meeting of the Organization for the Study of Communication, Language and Gender, Portland, Maine, October 17, 1998.

We believe that teaching students intimate communication should be an essential part of basic interpersonal communication instruction. Students need to know how to express their needs, their desires, and their expectations about intimacy. Because the instructional materials we found lacked the resources and courage we needed for our students, we developed a web site < http://cctr.umkc.edu/user/lshedletsky/intimate/intimatehome.html > that includes necessary though controversial information about intimate relationships that students need. We have used this site with an undergraduate and graduate interpersonal communication course and will use it next semester with an intrapersonal communication course.

We want to avoid shocking students, so we provide a warning that links may be explicit or offensive and each individual student need only explore links she decides to explore. Our idea is to provide a place where a college student can investigate privately something she might not look at otherwise, perhaps out of curiosity or more importantly because she needs ideas on how to make a intimate relationship work.

Teaching Safer Sex Communication

Since its identification in 1981, HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome) have been recognized as the most serious infectious disease epidemics of modern times by the US Centers for Disease Control (CDC) (CDC, 1981a, 1981b), the US Public Health Service, the American Academy of Sciences and the World Health Organization (WHO) (Kelly & St. Lawrence, 1988). Although the AIDS death rate in the US is declining, the infection rate, particularly on college campuses, continues to climb.

The AIDS prevention agenda has been hypothesized to consist of two components: (a) preventing individuals from becoming HIV infected (primary prevention) and (b) preventing the disease progression in those individuals already infected (secondary prevention) (Coates, 1990). One of the main ways

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to prevent the sexual transmission of HIV is for partners in intimate relationships to talk about their sexual history and sexual practices. Thus, one would expect that skill-based instruction in interpersonal communication would contain major components about improving intimate communication between partners. Such instructional material designed for students in interpersonal communication courses is, however, limited. With few exceptions (Wood, 1997), communication textbooks clearly avoid the topic of intimate talk. This dearth of material exists despite the fact that skill instruction in intimate talk has the potential to increase the health and safety of interpersonal relationships.

There are basic problems with teaching effective intimate communication. First, the **content is complicated** and includes an array of subject areas. Students need an understanding of gender communication, power, deception, verbal, and nonverbal communication if they are to improve their communication skills within their intimate relationships.

The second problem with teaching effective communication about sex is that the topic must **be clearly linked to general discussions about interpersonal communication**. Currently, many college students see the need for intimate talk unacceptable or irrelevant to them. They chose not to talk to their partners and prefer to engage in unsafe sexual practices. Although research suggests an array of reasons behind the lack of intimate talk and unsafe sexual behavior, one motivation is that the people involved believe that such discussions are a violation of the trust they are trying to build in the relationship. A redefinition of trust is essential to safer sex communication and many people consider the risk to the relationship as too high.

The third problem with talking about sex is that the topic is **difficult for students to discuss**. Many people are taught that intimate talk is inappropriate for anyone in any circumstances. Research suggests that people often have sex before their relationship is adequately developed to discuss the topic. Often nothing is said, or nothing is said until the individual thinks it is "too late," or nothing is said until a moment of anger or control. Naturally, students who find it difficult to talk to their intimate partners find it impossible to talk about sex in the classroom. The explicit nature of some materials (written and visuals) make the content sensitive to handle even on the college level.

The fourth problem with talking about safer sex is that the changing nature of the information makes it **difficult to stay up-to-date**. The spread of the HIV, political agendas, and medical advances are a challenge to follow. Thus, published material can be easily outdated as misconceptions develop.

Using Online Instruction

The primary purpose of our web site instruction is to help college students talk about intimacy and HIV/AIDS. Our hope is to help students to learn ways to discuss the needs and safer sex practices with partners. The flexibility of computer-assisted instruction can provide information, create perspective, and raise questions about intimate talk. We consider computer-assisted learning advantageous for several reasons.

1. Computer-mediated communication is **more similar to interpersonal communication** than any other type of communication, including mediated communication. In addition, computer-assisted instruction has been used in improving interpersonal skills. The interpersonal links of computers make this type of instruction appropriate for topics related to interpersonal communication (Neal, 1994; Walther, 1992, 1994, 1996; Walther, Anderson, & Park, 1994; Walther & Burgoon, 1992).

2. There is a developing body of research that demonstrates a unique nature in computer-assisted communication (Lea & Spears, 1995; McCormick & McCormick, 1992; Parks & Floyd, 1996; Scharlott & Christ, 1995). While online, some **people feel less inhibited** in their communication. Others feel safer because they are not face-to-face with another person. In addition, many users are comfortable meeting and talking to people via computer.

3. The **individual adaptation** in computer-assisted instruction lends itself well to this topic area (Anderson & O'Hagen, 1989; Biocca & Levy, 1995; Campbell, Lison, Borsook, & Hoover, 1995). Students can search material privately, for example. They can search what interests them at whatever level they chose. A woman who has been sexually assaulted, for example, can follow online links to information on that topic or completely avoid links to that topic, depending on how she feels about investigating the topic. Thus, students can avoid material they already know or consider inappropriate or too difficult. In addition, they can study material they want to study, including information that may seem too uncomfortable to read in a more public setting (e.g. college library or traditional classroom).

4. There are many specific web sites and **chat rooms available** through computerized instruction, in which many people exhibit a willingness and ability to discuss challenging topics (Correll, 1995; Finn & Lavitt, 1994; Matheson & Zanna, 1988). If desired, we can provide a MUD for student chat. In this case, we can control who has access to the chat room and ensure through special user names that each student's questions and comments are confidential. All conversations are tape-recorded, a practice that helps contain inappropriate talk. Because of the potential for inappropriate comments in a course about intimate communication--including ones that might be directed from one student to another--the taping gives clear evidence so that we can deal with inappropriate behaviors.

5. Another advantage to the computer-assisted learning is that visual learning has value for students (Arnold & McClure, 1996). Information from computer links that include visuals are easier to understand and retain for the average student.

6. Finally, by linking to other kinds of sites, students can access current information on a changing topic. Students can be linked to up-dated sources. There is no need for the teacher to know everything or to work directly with each student's needs. Because of the flexibility of online study, the teacher becomes a facilitator who can help the student link to information.

For these reasons, we selected computer-assisted learning strategies as the most effective way to approach instruction about the topics intimate communication.

Topics

As we develop the materials, we have introduced an array of issues necessary to provide a foundation for conversation about intimacy:
Characteristics of Love
Cultural Taboos
Deception
Emotional Contract
Gay Men | Gender Communication
HIV/AIDS Films
HIV Questions
Intimate Communication
KC Hotlines
Lesbian Relationships
Listening
Love and Sexual Communication
Marriage
Men Speaking to Women
Nonverbal Importance
Questions for Discussion
Rape & Abuse | References
Sex & Health | Touch Differences
Wimin's Role in Relationships
Wimin Speaking to Men.

These topics provide a starting point for learning and discussion. The student is free to investigate the information she needs and the teacher is free to discuss topics that seem appropriate. Our hope is that we can provide the kind of instruction that may help a student to express her needs, avoid a rape, insist on a condom, or maybe even save her life.

intimate communication

. . .for wimin only. . .for men only. . .for lovers only. . .for haters only. . .private. . .embarrassing. . .secretive. . .abusive. . .unmentionable. . .talking. . . touching. . .the many unique kinds of communication that are difficult to discuss. . .

Intimate Communication: Characteristics of Love | Cultural Taboos | Deception | Emotional Contract | Gay Men | Gender Communication | HIV/AIDS Films | HIV Questions | Intimate Touch | KC Hotlines | Lesbian Relationships | Listening | Love and Sexual Communication | Marriage | Men Speaking to Women | Nonverbal Importance | Questions for Discussion | Rape & Abuse | References | Sex & Health | Touch Differences | Wimin's Role in Relationships | Wimin Speaking to Men

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Adult Content: This site is designed to provide ideas about intimate communication as support for adult instruction in college level communication courses. The purpose is to help students improve their communication skills, not replace any kind of professional help that a student might want or need. The medical information about sexually transmitted diseases, including HIV/AIDS, changes continually. For medical advice, contact your personal physician. Some links may be sexually explicit, contain graphic violence, and may be disturbing or offensive. Some links may contain biased and inaccurate information. Students are strongly cautioned and should understand that their exploration of any link is optional.

Communication Resources: | Chat | Communication Links | Communication Consultants | Cookies | Computer-Assisted Instruction | Courses Online (Aitken) | Courses in Communication--Online Around the US | Distance Education | Electronic Greeting Cards | Electronic Journal of Communication | Email jaitken@cctr.umkc.edu | FAQ About Computers & Courses | Free Web Support | Gender Communication | Home (Aitken) | Intrapersonal | Libraries | Listening | Mailing List (Free) | National Communication Association | Nonverbal Communication | Photo Gallery | PowerPoint | Public Speaker/Public Listener | PsychHelp Links | Refereed Articles | Research | Shedletsky | Speech Archives | Speech Communication Teacher | Sponsors | Teaching Tips | UMissouri-KC Home | UMissouri-KC Faculty | Vita (Aitken, Webmaster) |

Free Mailing List: "Great Communicators" gives facts, tips, and internet links about improving communication skills, including information about effective public speaking, intrapersonal communication, interpersonal communication, listening, nonverbal communication, organizational communication, and communication pedagogy.

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Dr. Joan E. Aitken (Communication Studies, University of Missouri-Kansas City) maintains this site with the assistance of **Dr. Lenny Shedletsky** (Communication, University of Southern Maine).

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Homepages: Communication Resources (Aitken) | Communicating (Berko) | Intimate Communication | Intrapersonal | Public Speaker/Public Listener (Berko) | "Speech Communication Teacher" (NCA)

For Wimin Only

Celebrating Women http://www.gale.com/gale/cwh/cwhset.html

Women's Health Interactive Network http://www2.womens-health.com

Electra: Career, Health, and Relationships http://www.electra.com/emain.html

Netguide for Women http://www.netguide.com/Women

Feminism and Separatism http://www.grrltalk.net/dykefeminism/lesfem2.html

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Homepages: Communication Links (Artken) | Communicating (Berko) | Intimate Communication | Intrapersonal |

| Public Speaker/Public Listener (Berko) | "Speech Communication Teacher" (NCA)

Celebrating Women's History

Contents

Biographies
More than sixty women from all eras who have made a difference

Timeline
Key events in women's history

Quiz
Test your women's history savvy!

Featured Titles
Women's references from Gale and its imprints: U•X•L, St. James Press and Visible Ink Press

Activities
Learn more about women's history through these fun and challenging exercises

Trials
Excerpts from *Women's Rights on Trial*

Links
Click to other Web resources

150th Anniversary of the Women's Rights Movement

Women's Firsts — Thoughts from Christine Todd Whitman

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Communication Differences Between Wimin and Men

From Berko, R. M., Rosenfeld, L. B., & Samovar, L. A. (1997.) **Connecting** (2nd ed.). Fort Worth: Harcourt Brace.

- Women are more likely to express feelings of vulnerability, sadness, loneliness, and embarrassment (p. 89)
- Men are more likely to express anger. (p. 90)
- Men use communication to assert themselves. (p. 194)
- Women use communication to increase intimacy. (p. 194)
- Men use sex to get to know a woman, and women use sex as a commitment device. (p. 194)
- Boys use communication to get something specific accomplished, to attract and audience, or to compete for attention (p. 194).
- Girls use communication to cooperate, include others, to listen and respond sensitively (p. 194).
- Women use communication to make connections, provide support, achieve closeness and understanding. (p. 194)
- Women spend more time discussing relationship problems, family matters, weight, food, clothing, and other women. (p. 194)
- Men spend more time discussing sports. (p. 194)
- Men have primary goal as to accomplish some task, exert control, increase their status, an maintain their independence (p. 194).
- Men value camaraderie of talking, (like it) whereas women do it as a way of being understood (need) (p. 194).
- Men are less intimate in their disclosures and tend to reveal more superficial things (p. 196).

Gender Communication Links

Gender and Communication (ACA Sponsored)
http://www.uark.edu/depts/comminfo/www/gender.html

Gender and Race in Mass Communication
http://www.uiowa.edu/~commstud/resources/GenderMedia/

Global Science and Technology
http://www.wigsat.org/

Women in Technology
http://www.ability.org/womentec.html

Gender Perception Research
http://www.acsu.buffalo.edu

Gender Issues
http://wwww.unm.edu/

Northern Arizona University Gender Studies
http://www.nau.edu/~wst/access/gend/gendsub.html

Women's Issues (Australia)
http://www.vicnet.net.au/women/

Men's Issues: Men's Voices
http://www.vix.com/pub/menmag/menmag.html TARGET=

Gender and Media Indexes
http://www.cis.vt.edu/ws/wsmodules/MediaIndex.html

Women's Empowerment (Sweden)
http://www.qweb.kvinnoforum.se/index.htm

Women's Studies Database
http://www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/Computing/

Survey about HIV/AIDS

What is the best source of information about preventing HIV/AIDS?

What motivates a person to learn about HIV/AIDS?

What kind of information do you need about HIV/AIDS?

How do social perceptions change?

What is important?

What is the best source of information about preventing HIV/AIDS?

One study conducted in this region suggested that people use a variety of sources, the majority of which can be classified as reading material. Other sources included partners, peers, books, religious organizations, schools, a hotline, mailed materials, media, mainstream organizations, and health organizations. Some named national sources such as the National Center for Disease Control, others named local sources, still others named sources from other areas "Act Up New York, Gay Men's Health crises. Nothing else comes close. They aren't afraid of offending morals, so true education happens."

Despite the more general nature of the information, television was a key source for some people. In addition, a few people cited useful and explicit videos or films they watched as sources of prevention information. One comment is illustrative of the many respondents who valued clear, understandable, and frank information, "Any information that is blunt and uses street language rather than technical or textbook terms."

Health professionals--physicians, nurses, and counselors--were frequently cited sources of information. Seminars conducted by health professionals were sources for several respondents.

What motivates a person to learn about HIV/AIDS?

In one study, the respondents cited many of the same sources, but added information about condom availability, knowing people who are infected, and testing as effective motivators.

The most effective sources of prevention were ones that made the respondent face the reality of AIDS, such as testing positive ("Testing positive is pretty good incentive to practice safe sex.") or testing negative, or knowing someone who tested positive or died. One respondent said the most powerful source of prevention was "Saying goodbye to friends." "I had become celibate (due to the AIDS death of a friend) 4 years before I was told I was HIV+."

The most frequently cited effective sources were health professionals, information from groups and organizations, and reading material obtained from such sources.

Links About Sexuality and Health

It is crucial to remember that we do not monitor these sites. Information may be explicit, inappropriate, or incorrect.

HIV/AIDS information is constantly changing. The epidemic is exploding on college campuses because many students mistakenly believe the epidemic is under control, and the disease no longer fatal. They are wrong. Although the death rate from AIDS is dropping in the US, the infection rate in increasing.

The Body http://www.thebody.com/cgi-bin/body.cgi

AIDS in the Third Age http://nj.thirdage.com/features/healthy/aids/sb01.html

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The Aging Research Center (ARC) Centre for Studies of Aging (University of Toronto) AIDS Crisis CDC National AIDS Clearinghouse Center for AIDS Prevention
http://www.sirs.com/tree/social.htm

Search Health - Diseases & Disorders http://www.isleuth.com/dise.html

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Health Organizations - Keyword Page http://www.social.com/health/nhic/data/keyword.html

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Homophobia/Heterosexism: A Selected Bibliography
http://qrd.rdrop.com/qrd/www/orgs/glstn/homophobia.bibliography

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Adult Health Advisor: List of Topics http://www.patienteducation.com/level3/adulttop.html

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Free Healthcare Information 24 Hours a Day HealthLine 1-800-424-3627 Abilene Regional Medical Center http://www.abilene.com/armc/ad/ad_healthline.html

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Health AtoZ Search Engine http://www.healthatoz.com/categories/CH.htm

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Sexual Assault and Domestic Violence
http://www.cs.utk.edu/~bartley/saininfopage.html

Rape

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Rape is not about love, communication, or sex, but about the desire to induce psychological trauma in the other person. It is about power, control, cruelty, and devastation. Consider a few statistics....

35% of male college students say they might commit rape if there were no chance of being caught. And 84% say that some women look as though they're just asking to be raped.

97-98% of all rapists go free.

One in three females will be sexually assaulted by age eighteen, about 70% by men they know.

20% of all American women were sexually abused as children. The first sexual abuse generally occurs at age ten--although 37% report abuse at an even earlier age. In the next ten years, 25 million US American girls will be sexually abused, half of them under the age of eleven. In the US, a woman is abused every eighteen seconds.

One in every five women involved in an intimate relationship with a man is beaten repeatedly by that man. (Ruth, 233-234)

Research suggests that men who sexually coerce women do so with disdain, by treating women as property and demonstrating a contempt for their humanity. The issue is a crucial one as two people strive to get to know one another. One study, for example, found that nearly half of women in college had been coerced sexually in a dating situation (including physical assault and violent rape). Unfortunately, sexual assault is a relatively common experience among women. Less than one rape in ten is reported to police and only 1 percent of rapes are ultimately resolved by arrest and conviction of the offender (Herman, 1997, p. 73).

A crucial idea in examining intimate relationships is that rape by an acquaintance or loved one actually has more serious consequences than rape by a stranger because the woman calls her judgment into question. She may wonder. . ."If my partner raped me, whom can I trust?" "How can I negotiate other relationships successfully?" "How can I communicate effectively with anyone now?"

In addition, our society stigmatizes people who are raped as it blames them for the rape and disrupts their lives if they tell, thus pressuring rape survivors to keep silent about their experiences. A rape is not a communication failure but the ultimate violation because sexuality is linked closely to one's sense of self. No matter what a person's behavior might be, no one asks or deserves to be violated in anyway, at any age, for any reason.

The rapist tries to create a sense of helplessness, alienation, and isolation in the other person. As a means of coping, most people use denial. While fully aware of the rape, the woman may try to ignore what happened and squelch her feelings. Typically, the man denies that it was force and the woman is often "mentally raped" as the man, friends, and society contradict her. Even if people around her believe the rape occurred, few people are willing to discuss it, and most rape survivors

must deal with the trauma alone (Herman, 1997).

The ultimate effect of rape on one's intimate relationships can be an array of serious damage. Probably the best approach to coming to grips with the trauma and neutralizing its effects is through individual therapy and eventual group interaction with other rape survivors. Women who are raped are 11 times more likely to be clinically depressed, 6 times more likely to be fearful in social situations, and 21 times more likely to experience sexual dysfunction.

Importantly, the rapist's violation of trust and assault to her self-esteem can assault the woman's other relationships. New and even established relationships may suddenly appear threatening, trust may seem too risky, and relational difficulties may continue throughout her life (Herman, 1997; Bergen, 1996). The same destruction happens to men who are raped by men. Any man who is raped will face serious emotional consequences, probable relational difficulties from the trauma, and he may receive even less support or regard than the inadequate support most women receive (Perrott & Webber, 1996).

"While many women, and some men, are victimized by rape, all women are oppressed by it, and any victimization of women occurs in a context of oppression most men simply do not understand. Rape for men is usually a bizarre, outrageous tear in the frabric of reality. For women, rape is often a confirmation of relative powerlessness, of men's contempt for women, and its trauma is reinforced every day in a thousand obvious and subtle ways." -Fred Pelker

Whether verbal or physical, whether nonviolent or violent, whether against a man or a woman, whether by a friend or a lover, the effects of sexual assault can cause life-long damage in a person's ability to have the sense of self and trust of others needed for effective communication.

Perhaps no other issue demands more careful communication that the use of consenting touch and consenting sexual intimacy. Touch is the most powerful of communication channels and the most carefully guarded and regulated. Effective communicators demonstrate understanding, empathy, and respect in every regard (Thayer, 1993).

"The right of men to control the female body is a cornerstone of patriarchy....There is a different kind of terrorism, one that so pervades our culture that we have learned to live with it as though it were the natural order of things. Its targets are females--of all ages, races and classes. It is the common characteristic of rape, wife battery, incest, pornography, harassment, and all forms of sexual violence. I call it sexual terrorism because it is a system by which males frighten and, by frightening, control and dominate females." -Carol J. Sheffield

Acquaintance Rape

When the rapist is not a stranger

Rape is the fastest growing crime in the nation. In the U.S., a woman is raped every six minutes; often she is raped by someone she knows.

STORY▶

http://broadcast.webpoint.com/wbzl/acqrape/

Sex and Sexualit http://www.pei.sympatico.ca/healthyway/LISTS/B12-C01_news1.html

Touch Differences

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The gender and age of an individual affects the way people touch, as does the stage of relational development and cultural influences on the relationship. Consider this array of research findings.

- Touch is influenced by culture. For example, more touch is used among Italian and Greek couples than among English, French, or Dutch pairs. Heterosexual couples tend to maintain less direct body orientations as they age, male friends maintain more direct orientations (Remland & Jones, 1995).
- Although everyone seems to associate intimate touches with greater relational commitment, women believe this more than men. Women believe that a man's intimate touching signals more than it does, which leads to greater miscommunication over touch as the relationship develops (Johnson & Edwards, 1991).
- Regarding touch in public places, in young couples, the man is more apt to touch the woman. In older couples, the woman is more apt to touch the man (Hall & Veccia, 1990).
- An expressive person may be so in every way. Women who talk more also initiate touch more than women who talk less (Jones, 1986).
- A happy face is important. In one study, wives used more positive facial expression when sending positive messages. For men, however, the expressions were mixed. Men who were well adjusted to marriage seemed to communicate more positive nonverbally (Noller & Gallois, 1986).
- Mystery may be attractive. Depending on the context, a woman may be better received through nonverbal flirtation than a man. When the nonverbal cues were most ambiguous (close interpersonal distance, long eye contact, touch), men thought women were seductive, sexy, and promiscuous, and expressed more sexual attraction to the women (Abbey & Melby, 1986).
- People who are romantically involved tend to have close proximity, more frequent touch, and a lingering gaze. In addition, intimate pairs show general interest, use less verbal fluency, and display more silence. In such couples, women direct their body and eye contact toward their partners and men lean forward (Guerrero, 1997).
- Nonverbal understanding equals happiness. The better a woman can correctly interpret her husband's nonverbal communication, the fewer complaints she will have about the relationship (Sabatelli, Buck, & Kenny, 1986). In fact, the better couples understand each other nonverbally, the happier they seem to be (Noller, 1987).

Homepages: Communication Links (Aitken) | Communicating (Berko) | Intimate Communication | Intrapersonal |

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1. How can you honor and sexually please your intimate partner?

2. What is the most important way you can communicate during intimacy?

3. How effectively do you communicate your desires in an intimate situation?

4. What behaviors do you think best represent a committed relationship?

5. How do you think love and sexuality change during life cycles?

6. How do you define romance? What effect does romance have on sexual practices and safer sex behaviors?

7. The research says that if you are jealous, you are probably are insecure, in a dominant or hostile relationship, have low self esteem, or lack adequate caring for the other person. What kind of communication can help prevent jealousy?

8. At what stages of a relationship are you most likely to communicate about sensuality and sex?

9. What is the purpose of self-disclosure in establishing intimacy?

10. How does power and control yield its ugly head in intimate relationships?

11. Why do some people feel loneliness even when they have an intimate relationship?

12. How does social support help communication in an intimate relationship?

13. What are the moral implications of intimacy within your value system?

14. What are the characteristics of the right person to love?

15. Do you think there is one soul-mate for each person, or do you think there are many opportunities for intimate relationships?

16. What are ways to celebrate the anniversary of many years of commitment in a bonded relationship?

17. What should you do if your partner has difficulty with commitment?

18. How do you know if your partner is lying about past intimate partners or behaviors?

19. How can you motivate a potential intimate partner to be tested for HIV/AIDS?

20. How do you negotiate intimacy when you and your partner have two different things in mind?

21. How would you feel about attending the union ceremony of a friend in a same-gender relationship?

22. How can you make sure your needs are met in your intimate relationship?

23. To what extent do you think sexual intimacy goes hand-in-hand with psychological intimacy?

24. When a relationship is in the dissolution phase, how do you know your partner is still monogamous?

25. Do you think there are times when nothing can salvage an intimate relationship?

26. How will you ensure a committed, monogamous relationships?

27. Serial monogamy does not prevent HIV infection. What does?

28. What are some good rules for dating?

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| Public Speaker/Public Listener (Berko) | "Speech Communication Teacher" (NCA)

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BBB

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